

San Diego Center for Children Academy
2024–25 School Accountability Report Card
Reported Using Data from the 2024–25 School Year
California Department of Education

Address: 3002 Armstrong Street
San Diego, CA , 92111-5702

Principal: Bryan Dale

Phone: (858) 569-2101

Grade Span: K-12

By February 1 of each year, every school in California is required by state law to publish a School Accountability Report Card (SARC). The SARC contains information about the condition and performance of each California public school. Under the Local Control Funding Formula (LCFF) all local educational agencies (LEAs) are required to prepare a Local Control and Accountability Plan (LCAP), which describes how they intend to meet annual school-specific goals for all pupils, with specific activities to address state and local priorities. Additionally, data reported in an LCAP is to be consistent with data reported in the SARC.

- For more information about SARC requirements and access to prior year reports, see the California Department of Education (CDE) SARC web page at <https://www.cde.ca.gov/ta/ac/sa/>.
- For more information about the LCFF or the LCAP, see the CDE LCFF web page at <https://www.cde.ca.gov/fg/aa/lc/>.
- For additional information about the school, parents/guardians and community members should contact the school principal or the district office.

DataQuest

DataQuest is an online data tool located on the CDE DataQuest web page at <https://dq.cde.ca.gov/dataquest/> that contains additional information about this school and comparisons of the school to the district and the county. Specifically, DataQuest is a dynamic system that provides reports for accountability (e.g., test data, enrollment, high school graduates, dropouts, course enrollments, staffing, and data regarding English learners).

California School Dashboard

The California School Dashboard (Dashboard) <https://www.caschooldashboard.org/> reflects California's new accountability and continuous improvement system and provides information about how LEAs and schools are meeting the needs of California's diverse student population. The Dashboard contains reports that display the performance of LEAs, schools, and student groups on a set of state and local measures to assist in identifying strengths, challenges, and areas in need of improvement.

Internet Access

Internet access is available at public libraries and other locations that are publicly accessible (e.g., the California State Library). Access to the Internet at libraries and public locations is generally provided on a first-come, first-served basis. Other use restrictions may include the hours of operation, the length of time that a workstation may be used (depending on availability), the types of software programs available on a workstation, and the ability to print documents.

Admission Requirements for the University of California (UC)

Admission requirements for the UC follow guidelines set forth in the Master Plan, which requires that the top one-eighth of the state's high school graduates, as well as those transfer students who have successfully completed specified college course work, be eligible for admission to the UC. These requirements are designed to ensure that all eligible students are adequately prepared for University-level work. For general admissions requirements, please visit the UC Admissions Information website at <https://admission.universityofcalifornia.edu/>.

Admission Requirements for the California State University (CSU)

Eligibility for admission to the CSU is determined by three factors: (1) Specific high school courses, (2) Grades in specified courses and test scores, and (3) Graduation from high school. Some campuses have higher standards for particular majors or students who live outside the local campus area. Because of the number of students who apply, a few campuses have higher standards (supplementary admission criteria) for all applicants. Most CSU campuses have local admission guarantee policies for students who graduate or transfer from high schools and colleges that are historically served by a CSU campus in that region. For admission, application, and fee information, see the CSU website at <https://www2.calstate.edu/>.

About This School

Bryan Dale

📍 Principal, San Diego Center for Children Academy

About Our School



Bryan Harrison Dale, Ed.D. serves as the Principal of the San Diego Center for Children, bringing over a decade of diverse experience in the field of education. His professional background includes service as a special educator, high school English teacher, and instructional leader. Throughout his career, Dr. Dale has focused on implementing culturally responsive and sustaining practices to ensure that all learners have equal access to an inclusive and supportive educational environment.

Dr. Dale holds a Bachelor's and a Master's degree in Special Education from California State University, San Marcos, and earned his Doctorate in Educational Leadership from San Diego State University. His leadership is defined by a commitment to educational equity and the professional development of staff to meet the complex needs of the student population.

Contact

San Diego Center for Children Academy
3002 Armstrong Street
San Diego, CA 92111-5702

Phone: [\(858\) 569-2101](tel:8585692101)

Email: bdale@centerforchildren.org

Contact Information (School Year 2025–26)

District Contact Information (School Year 2025–26)

District Name	San Diego Unified
Phone Number	(619) 725-5506
Superintendent	Bagula, Fabiola
Email Address	fbagula@sandi.net
Website	www.sandiegounified.org

School Contact Information (School Year 2025–26)

School Name	San Diego Center for Children Academy
Street	3002 Armstrong Street
City, State, Zip	San Diego, CA , 92111-5702
Phone Number	(858) 569-2101
Principal	Bryan Dale
Email Address	bdale@centerforchildren.org
Website	http://www.centerforchildren.org
Grade Span	K-12
County-District-School (CDS) Code	37683387093115

School Description and Mission Statement (School Year 2025–26)

The San Diego Center for Children Academy is a Non-public School. We provide special education services for students ages 5 to 22 years with behavioral, learning, and emotional challenges as well as students with a trauma background. The Academy serves special education students with primary disabilities of ED, OHI, SLD, ID (M/M), and AUT (autism) referred by their home school districts/charter schools. Students enrolled have an Individualized Education Plan(IEP) that has been created to meet their unique and specific educational, social, emotional, and behavioral needs. High school credits earned by the students are transferable to their district programs/schools as we adhere to and follow all CDE and a-g graduation requirements. The goal of the Academy is to assist the student in a successful transition to a less restrictive educational placement as determined by the student's IEP team.

The philosophy of the school program is "Every child can learn". This philosophy is supported by:(1) Certificated Teachers, assisted by Instructional Assistants, who provide learning activities and behavior management and are experienced in positive behavioral strategies with a focus on positive reinforcement and increasing the child's motivation to actively participate in classroom activities, (2) utilization of Common Core standards-based curriculum, (3) structured visual and performing arts activities, which have a life skill development orientation and are geared towards stimulating children's interest and enthusiasm by offering a variety of sensory learning experiences, (4) regularly scheduled computer skill development activities within each classroom,where every student is equipped with a laptop computer, (5) Physical Ed. Program with an emphasis on physical fitness activities and socialization skills, (6) a music program that supports creative expression and therapeutic outlets, (7) a remedial reading program and a math lab to support students below grade level in reading and/or math, (8) Social Skills are taught as part of the daily classroom curriculum, (9) regular exchange of information and planning between teachers and staff therapists with the goal of maximizing individual strengths. High School students are in classes that fulfill the requirements of their home districts' graduation requirements. The instructional program at the Academy is based on each student's IEP, Common Core Standards, and requirements for graduation. All grades follow the Common Core standards.The Academy is accredited by WASC.

San Diego Center for Children Academy

Mission Statement:

SDCC Academy is dedicated in providing a safe,supportive environment that nurtures students through academic learning, behaviors, positive support, therapeutic interventions, and prepares them for integration into the global community.

Schoolwide Learner Outcomes (SLOs)

P

- Positive Self Concept

I believe that I make a difference in my community.

I know my beliefs and have the courage to defend them.

I demonstrate self-respect, self-confidence, and self-acceptance.

A

– Academic Inquirer/Seeker of Knowledge

I value education.

I am pursuing academic and vocational skills necessary to meet future personal goals.

I explore ideas and issues that relate to my community.

I will remain a lifelong learner.

N

– Nurturing and Principled

I am kind. I show understanding by respecting the needs and feelings of other people.

I behave appropriately and resolve conflicts in a constructive manner.

I take responsibility for my own actions and the consequences that accompany them.

I demonstrate a sense of fairness, justice, and respect.

TH

– Thinker/Hero

I seek wise people when making important decisions.

I know how to problem solve.

I am willing to persevere and try multiple solutions to resolve issues.

I use my knowledge to stand up for the rights of others.

I think about my own learning (metacognition).

E

– Effective Communicator

I advocate for my needs and express my feelings appropriately and effectively.

I speak, read, and write using standard English.

I am creative. I use technology, music, and the arts to enhance my communication skills.

I use nonverbal language to respectfully communicate with others (facial expressions, eye contact, posture, and tone of voice).

R

– Reflective/Respectful

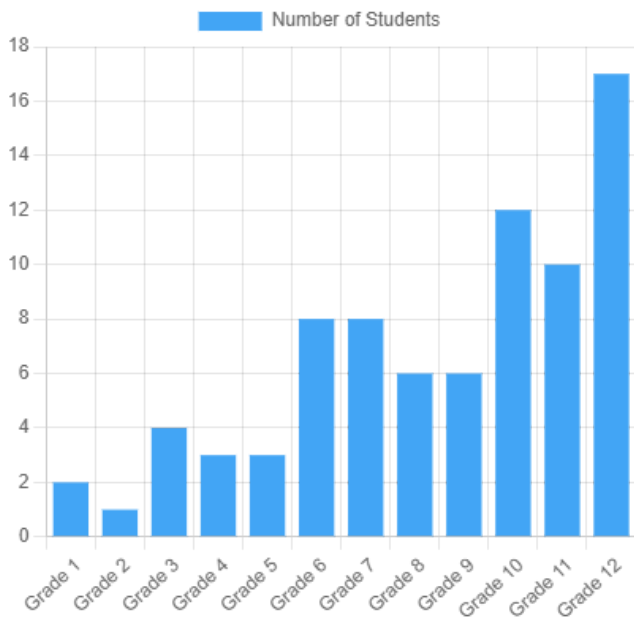
I am willing to try new experiences as well as new strategies and ideas.

I am open to the perspectives, values, and traditions of others.

I am open to understanding others' point of view and to learn from their perspectives

Student Enrollment by Grade Level (School Year 2024–25)

Grade Level	Number of Students
Grade 1	2
Grade 2	1
Grade 3	4
Grade 4	3
Grade 5	3
Grade 6	8
Grade 7	8
Grade 8	6
Grade 9	6
Grade 10	12
Grade 11	10
Grade 12	17
Total Enrollment	80



Student Enrollment by Student Group (School Year 2024–25)

Student Group	Percent of Total Enrollment
Female	40.00%
Male	50.00%
Non-Binary	10.00%
American Indian or Alaska Native	1.00%
Asian	3.00%
Black or African American	8.00%
Filipino	0.00%
Hispanic or Latino	26.00%
Native Hawaiian or Pacific Islander	0.00%
Two or More Races	18.00%
White	45.00%

Student Group (Other)	Percent of Total Enrollment
English Learners	4.00%
Foster Youth	3.00%
Homeless	0.00%
Migrant	0.00%
Socioeconomically Disadvantaged	56.00%
Students with Disabilities	100.00%

A. Conditions of Learning

State Priority: Basic

The SARC provides the following information relevant to the State priority: Basic (Priority 1):

- Degree to which teachers are appropriately assigned and fully credentialed in the subject area and for the pupils they are teaching;
- Pupils have access to standards-aligned instructional materials; and
- School facilities are maintained in good repair

Teacher Preparation and Placement (School Year 2021–22)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	10	100%	5336.60	88.47%	234405.20	84.00%
Intern Credential Holders Properly Assigned	00	100%	66.90	1.11%	4853.00	1.74%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	00	00%	219.20	3.64%	12001.50	4.30%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	00	00%	219.20	3.63%	11953.10	4.28%
Unknown/Incomplete/NA	00	00%	189.70	3.15%	15831.90	5.67%
Total Teaching Positions	9	100%	6031.80	100.00%	279044.80	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2022–23)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	6	100%	5233.70	86.54%	231142.40	83.24%
Intern Credential Holders Properly Assigned	3	100%	74.50	1.23%	5566.40	2.00%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	00	00%	354.70	5.87%	14938.30	5.38%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	00	00%	221.00	3.65%	11746.90	4.23%
Unknown/Incomplete/NA	00	00%	163.60	2.71%	14303.80	5.15%
Total Teaching Positions	8	100%	6047.70	100.00%	277698.00	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

Teacher Preparation and Placement (School Year 2023–24)

Authorization/Assignment	School Number	School Percent	District Number	District Percent	State Number	State Percent
Fully (Preliminary or Clear) Credentialed for Subject and Student Placement (properly assigned)	05	100%	5239.10	86.81%	230039.40	100.00%
Intern Credential Holders Properly Assigned	02	100%	91.10	1.51%	6213.80	2.23%
Teachers Without Credentials and Misassignments ("ineffective" under ESSA)	00	00%	293.40	4.86%	16855.00	6.04%
Credentialed Teachers Assigned Out-of-Field ("out-of-field" under ESSA)	00	00%	201.90	3.35%	12112.80	4.34%
Unknown/Incomplete/NA	00	00%	209.70	3.48%	13705.80	4.91%
Total Teaching Positions	6	100%	6035.40	100.00%	278927.10	100.00%

Note: The data in this table is based on full-time equivalent (FTE) status. One FTE equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time. Additionally, an assignment is defined as a position that an educator is assigned based on setting, subject, and grade level. An authorization is defined as the services that an educator is authorized to provide to students.

**Teachers Without Credentials and Misassignments
(considered "ineffective" under ESSA)**

Authorization/Assignment	2021–22 Number	2022–23 Number	2023–24 Number
Permits and Waivers	00	00	00
Misassignments	00	00	00
Vacant Positions	00	00	00
Total Teachers Without Credentials and Misassignments	00	00	00

**Credentialed Teachers Assigned Out-of-Field
(considered "out-of-field" under ESSA)**

Indicator	2021–22 Number	2022–23 Number	2023–24 Number
Credentialed Teachers Authorized on a Permit or Waiver	00	00	00
Local Assignment Options	00	00	00
Total Out-of-Field Teachers	00	00	00

Class Assignments

Indicator	2021– 22 Percent	2022– 23 Percent	2023– 24 Percent
Misassignments for English Learners (a percentage of all the classes with English learners taught by teachers that are misassigned)	00%	00%	00%
No credential, permit or authorization to teach (a percentage of all the classes taught by teachers with no record of an authorization to teach)	00%	00%	00%

Note: For more information refer to the Updated Teacher Equity Definitions web page at <https://www.cde.ca.gov/pd/ee/teacherequitydefinitions.asp>.

Quality, Currency, Availability of Textbooks and Other Instructional Materials (School Year 2025–26)

Year and month in which the data were collected: October 2025

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
Reading/Language Arts	<p>K: Reading Wonders, Cal. Reading Writing Workshop, Literature Anthology, McGraw-Hill</p> <p>1st: Reading Wonders, Cal. Reading Writing Workshop, Gr. 1, Reading Wonders, Literature Anthology, McGraw-Hill</p> <p>2nd: Reading Wonders, Cal. Reading Writing Workshop; Literature Anthology, Gr. 2, McGraw-Hill, 2015</p> <p>3rd: Reading Wonders, Cal. Reading Writing Workshop; Literature Anthology, Gr. 3, McGraw-Hill, 2015</p> <p>4th: Reading Wonders, Cal. Reading Writing Workshop; Literature Anthology, Gr. 4, McGraw-Hill, 2015</p> <p>5th: Reading Wonders, Cal. Reading Writing Workshop; Literature Anthology, Gr. 5, McGraw-Hill, 2015</p> <p>6th: Reading Wonders, Cal. Reading Writing Workshop; Literature Anthology, Gr. 6, McGraw-Hill, 2015</p> <p><i>K-6: Grade K-6 Language Arts/Reading, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>7th: Springboard Common Core Ed. English Language Arts Gr. 7 Student Ed. 2014</p> <p><i>7th: Grade 7 Language Arts/Reading, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>8th: Springboard Common Core Ed. English Language Arts Gr. 8 Student Ed. 2014</p> <p><i>8th: Grade 8 Language Arts/Reading, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>9th: High School English I, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>9th: High School English I – Semester 1, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>9th: High School English I – Semester 2, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>10th: High School English II, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>10th: High School English II – Semester 1, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>10th: High School English II – Semester 2, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>11th: American Literature – English III, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>11th: American Literature – English III – Semester 1, IAS, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>11th: American Literature – English III – Semester 2, IAS, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>11th: The Language of Literature, American Literature I, Semester 1, CA Edition, McDougal Littell, 2006</i></p> <p><i>11th: The Language of Literature, American Literature II, Semester 2, CA Edition, McDougal Littell, 2006</i></p> <p><i>11th-12th: The Language of Literature, World Literature I, Semester 1, CA Edition, McDougal Littell, 2006</i></p> <p><i>11th-12th: The Language of Literature, World Literature II, Semester 2, CA Edition, McDougal Littell, 2006</i></p> <p>English-Language Arts</p> <p>The Common Core State Standards are implemented, as applicable, in each classroom at SDCCA. The standards focus on the content of word analysis, fluency, and systematic vocabulary development; reading comprehension; literary response and analysis; writing strategies; writing application; written and oral English Language conventions; listening and speaking strategies; and speaking applications.</p>	0
Mathematics	<p>K: MAT enVision Math CA Common Core: SE & Reteaching and Practice Wkbk, Grade K. Pearson, 2014</p> <p>1st: MAT enVision Math Common Core Ed., Grade 1, Pearson, 2014</p> <p>2nd: MAT enVision Math Common Core, Common Core Ed., Grade 2, Pearson, 2014</p> <p>3rd: MAT enVision Math CA Common Core Ed. Grade 3, Pearson, 2015</p> <p>4th: MAT enVision Math Common Core Grade 4 Student Ed., Pearson, 2015</p> <p>5th: MAT enVision Math Common Core Grade 5 Student Ed., Pearson, 2015</p> <p>6th: MAT enVision Math CA Common Core Grade 6 Student Ed., Pearson, 2015</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>K-6th: Grade K-6 Math, Imagine Edgenuity on-line Instruction, 2025</p> <p>7th: Grade 7 Language Arts/Reading, Imagine Edgenuity on-line Instruction, 2025</p> <p>8th: Grade 8 Math – Pre-Algebra,, Imagine Edgenuity on-line Instruction, 2025</p> <p>7th-8th: Big Ideas Learning, Big Ideas Math Course 1, A Common Core Curriculum, CA Ed,, 2015</p> <p>7th-8th: Big Ideas Learning, Big Ideas Math Course 2, A Common Core Curriculum, CA Ed.</p> <p>9th: Introductory Algebra (Edgenuity, on-line Instruction) 2025</p> <p>9th: Financial Literacy (Edgenuity, on-line Instruction), 2025</p> <p>9th-10th: MAT Mathematics I, Integrated CME Project, Pearson, 2013</p> <p>9th-10th: Integrated Mathematics II, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-10th: Integrated Mathematics II – Semester 1, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-10th: Integrated Mathematics II – Semester 2, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-10th: Mathematics II, Integrated CME Project Pearson, 2013</p> <p>9th-11th: Integrated Mathematics II, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-11th: Integrated Mathematics II – Semester 1, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-11th: Integrated Mathematics II – Semester 2, Imagine Edgenuity on-line Instruction, 2025</p> <p>10th-12th: Mathematics III, Integrated CME Project Pearson</p> <p>10th-12th: Integrated Mathematics III, Imagine Edgenuity on-line Instruction, 2025</p> <p>10th-12th: Integrated Mathematics III – Semester 1, Imagine Edgenuity on-line Instruction, 2025</p> <p>10th-12th: Integrated Mathematics III – Semester 2, Imagine Edgenuity on-line Instruction, 2025</p> <p>9th-12th: MAT Algebra 1A – Semester 1, (Edgenuity, on-line Instruction), 2025</p> <p>9th-12th: MAT Algebra 1B – Semester 2, (Edgenuity, on-line Instruction), 2025</p> <p>9th-12th: MAT Algebra 2A – Semester 1, (Edgenuity, on-line Instruction), 2025</p> <p>9th-12th: MAT Algebra 2B – Semester 2, (Edgenuity, on-line Instruction), 2025</p> <p>9th-12th: MAT Geometry A – Semester 1, (Edgenuity, on-line Instruction), 2025</p> <p>9th-12th: MAT Geometry B – Semester 2, (Edgenuity, on-line Instruction), 2025</p> <p>11th-12th: Consumer Mathematics 1 & 2 (Edgenuity, on-line Instruction, 2025</p> <p>11th-12th: Trigonometry 1(Aleks on-line) 2025</p> <p>11th-12th: Trigonometry 2 (Aleks.com on-line) 2025</p> <p>Mathematics: The Common Core State Standards are implemented, as applicable, in each classroom at SDCCA. The standards focus on the content of number sense and operations; operations and algebraic thinking; functions and algebra; measurement and geometry; data analysis, statistics, and probability; problem solving, mathematical reasoning, and communication.</p>	
Science	<p>K: SCI Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. K (Integrated) 2025</p> <p>1st: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 1 (Integrated) 2025</p> <p>2nd: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 2 (Integrated) 2025</p> <p>3rd: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 3 (Integrated) 2025</p> <p>4th: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 4 (Integrated) 2025</p> <p>5th: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 5 (Integrated) 2025</p> <p>6th: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 6 (Integrated) 2025</p> <p>7th: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 7 (Integrated) 2025</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>8th: Discovery Education, Inc., Discovery Ed Science Techbook & Print for CA NGSS, gr. 8 (Integrated) 2025</p> <p>9th-12th: Holt Earth Science, CA Ed., Holt, Rinehart, Winston (0030922070) 2008</p> <p>9th-12th: Earth Science 1, Semester 1, Discovery Ed Sci tech, NGSS, 2025</p> <p>9th-12th: Earth Science 2, Semester 2, Discovery Ed Sci tech, NGSS, 2025</p> <p>9th-10th: Bio, CA The Living Earth, Discovery Ed Sci tech, NGSS, 2025</p> <p>10th: Biology A – Semester 1, (Edgenuity, on-line Instruction) 2025</p> <p>10th: Biology B – Semester 2, (Edgenuity, on-line Instruction) 2025</p> <p>10th: Holt Biology: California Edition, 2008</p> <p>11th-12th: CA Chemistry in the Earth System, Discovery Ed Science, NGSS, 2025</p> <p>9th-12th: Living by Chemistry, Key Curriculum Press (978-1559539418) 2010</p> <p>11th-12th: Chemistry A – Semester 1, (Edgenuity,, on-line Instruction) 2025</p> <p>11th-12th: Chemistry B – Semester 2, (Edgenuity, on-line Instruction) 2025</p> <p>11th-12th: Physics 1– Semester 1, (Edgenuity, on-line Instruction) 2025</p> <p>11th-12th: Physics 2 – Semester 2, (Edgenuity, on-line Instruction) 2025</p> <p>11th-12th: Physics of The Universe, Discovery Ed Science, NGSS, 2025</p> <p>Science</p> <p>The California Science Standards are implemented, as applicable, in each classroom at SDCCA. The standards focus on NGSS integrated physical science, earth and space science,and life science.</p>	
History-Social Science	<p>K: McGraw-Hill, IMPACT: California, Grade K, Working Now and Long Ago, 2018</p> <p>1st: McGraw-Hill, IMPACT: California, Grade 1, A Child's Place in Time and Space, 2018</p> <p>2nd: McGraw-Hill, IMPACT: California, Grade 2, People Who Make a Difference, 2018</p> <p>3rd: McGraw-Hill, IMPACT: California, Grade 3, Continuity and Change, 2018</p> <p>4th: McGraw-Hill, IMPACT: California, Grade 4, California: A Changing State, 2018</p> <p>5th: McGraw-Hill, IMPACT: California, Grade 5, US History: Making a New Nation, 2018</p> <p>6th: McGraw-Hill, IMPACT World History & Geography Ancient Civilizations, grade 6, 2018</p> <p>7th: McGraw-Hill, IMPACT World History & Geography Medieval & Early Modern Times, 2018</p> <p>8th: McGraw-Hill, IMPACT United States History & Geography Growth & Conflict, 2018</p> <p>8th: History Alive! The United States Through Industrialism, TCi (Teacher Curriculum Institute) 2018</p> <p>9th: California Ethnic Studies, Semester 1 & 2 (Edgenuity, on-line Instruction) 2025</p> <p>9th: World Geography A, Semester 1 (Edgenuity, on-line Instruction) 2025</p> <p>9th:World Geography B, Semester 2 (Edgenuity, on-line Instruction) 2025</p> <p>9th-10th: The Americans: Reconstruction to the 21st Century, CA Ed., McDougal Little, 2006</p> <p>10th-12th: World History A, Semester 1 (Edgenuity,, on-line Instruction) 2025</p> <p>10th-12th: World History B, Semester 2 (Edgenuity,, on-line Instruction) 2025</p> <p>10th-12th: Modern World History: Patterns of Interaction, CA Ed., McDougal Little, 2009</p> <p>10th-11th: US History A - 1877-1940, (Edgenuity, on-line Instruction) 2025</p> <p>10th-12th: US History B - 1940-21st Century, (Edgenuity, on-line Instruction) 2025</p> <p>10th-12th: US History II, 1877-21st, Century (Edgenuity, on-line Instruction) 2025</p> <p>11th-12th: US Government and Civics (Edgenuity, on-line Instruction) 2025</p> <p>11th-12th: Magruder's American Government, CA, Pearson, 2019</p> <p>11th-12th: Economics (Edgenuity, on-line Instruction) 2025</p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<p>11th-12th: Principles of Economics (IMPACT California Social Studies), 2019, McGraw Hill Ed.</p> <p>Social Studies</p> <p>The Common Core State Standards are implemented, as applicable, in each classroom at SDCCA. The standards focus on the strands of historical; ethical; cultural; geographic; economic; socio-political; constitutional heritage; civic values, rights, and responsibilities, national identity; critical thinking; participation skills; and basic study skills.</p>	
Foreign Language	<p>9th-12th: <i>Avancemos! Level 1 Dos</i>, 2007, Holt McDougal</p> <p>9th-12th: <i>Avancemos!, Level 2 Dos</i>, 2007, Holt McDougal</p> <p>9th-12th: <i>Que Chevere! Level 1</i>, 2020 Carnegie Learning, Inc.</p> <p>9th-12th: <i>Que Chevere! Level 2</i>, 2020 Carnegie Learning, Inc.</p> <p>9th-12th: <i>Spanish I, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish I – Semester 1, Imagine Edgenuity on-line Instruction, 2025?</i></p> <p>9th-12th: <i>Spanish I – Semester 2, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish II, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish II – Semester 1, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish II – Semester 2, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish III, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish III – Semester 1, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Spanish III – Semester 2, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>9th-12th: <i>Learning American Sign Language, 2nd Edition</i>, Pearson, 2004</p> <p>Foreign Language</p> <p>SDCCA offers high school students the ability to learn a foreign language. First-year language learners will learn basic grammatical rules that will allow them to write simple sentences, ask and answer simple questions, and understand the language when spoken or signed. Second-year language learners will build on the skills they developed during their first year of study, learning more complex grammatical structures and putting these skills to use in writing, spoken and signing.</p>	0
Health	<p>9th-12th: <i>High School Health, Imagine Edgenuity on-line Instruction, 2025</i></p> <p><i>Health and Safety</i></p> <p><i>The health education program at SDCCA provides students with the opportunity to learn the skills, knowledge, and understanding that will influence behavior relative to their physical and emotional needs. Emphasis is directed to self-awareness, decision making and coping? skills. There is a major focus on the development of positive self-esteem, the ability to deal with real-life situations, and health-enhancing behavior.</i></p>	0
Visual and Performing Arts	<p>9th-12th: <i>Visual and Performing Arts Framework</i>, California Department of Education, 2004</p> <p>9th-12th: <i>Music Appreciation, Imagine Edgenuity on-line Instruction, 2025</i></p> <p>Visual and Performing Arts</p> <p><i>At SDCCA, we firmly believe that the children in our care develop self-esteem and resiliency through enriching activities. Section 51210 of the California Education code specifies that the required adopted course of study used by schools for grades one through six must include the visual and performing arts. As with all other subject areas except physical education, the Education Code does not state the number of minutes of instruction required, although it does require schools to provide instruction in the arts for all students. Children are provided instruction in the areas of music and art and the California Visual Arts Standards are implemented, as applicable, in each</i></p>	0

Subject	List of Textbooks and Other Instructional Materials/Indicate if from Most Recent Adoption/Year of Adoption	Percent Students Lacking Own Assigned Copy
	<i>classroom. Strands that are emphasized include artistic perception; creative expression; historical and cultural context; aesthetic valuing; connections, relationships and applications.</i>	
Science Lab Eqpmt (Grades 9-12)	N/A	0

Note: Cells with N/A values do not require data.

School Facility Conditions and Planned Improvements

Year and month of the most recent FIT report: null 2025

System Inspected

Rating

Repair Needed and Action Taken or Planned

Systems: Gas Leaks, Mechanical/HVAC, Sewer: Good

Interior: Interior Surfaces: Good

Cleanliness: Overall Cleanliness, Pest/Vermin Infestation: Good

Electrical: Electrical: Good

Restrooms, Sinks/Fountains: Good

Safety: Fire Safety, Hazardous Materials: Good

Structural: Structural Damage, Roofs: Good

External: : Playground/School Grounds,Windows/Doors/Gates/Fences: Good

School Facility Good Repair Status

Using the **most recently collected** Facility Inspection Tool (FIT) data (or equivalent), provide the following:

- Determination of repair status for systems listed
- Description of any needed maintenance to ensure good repair
- The year and month in which the data were collected
- The rate for each system inspected
- The overall rating

Year and month of the most recent FIT report: October 2025

System Inspected	Rating	Repair Needed and Action Taken or Planned
Systems: Gas Leaks, Mechanical/HVAC, Sewer	Good	Gas systems are clear and there are no repairs needed. Sewer systems are clear and there are no repairs needed. HVAC systems are clear and there are no repairs needed.
Interior: Interior Surfaces	Good	There are no repairs needed to interior surfaces.
Cleanliness: Overall Cleanliness, Pest/Vermin Infestation	Good	The Academy is clean. A contacting cleaning service cleans the entire campus daily Monday-Friday. A pest and vermin exterminating contractor routinely treats the entire campus.
Electrical: Electrical	Good	All Electrical system inspections are completed routinely.
Restrooms/Fountains: Restrooms, Sinks/Fountains	Good	
Safety: Fire Safety, Hazardous Materials	Good	
Structural: Structural Damage, Roofs	Good	
External: Playground/School Grounds, Windows/Doors/Gates/Fences	Good	

Overall Facility Rate

Year and month of the most recent FIT report: October 2025

Overall Rating	Good
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B. Pupil Outcomes

State Priority: Pupil Achievement

The SARC provides the following information relevant to the State priority: Pupil Achievement (Priority 4):

- **Statewide assessments** (i.e., California Assessment of Student Performance and Progress [CAASPP] System includes assessments for English language arts/literacy [ELA], mathematics, and science for students in the general education population and the California Alternate Assessment [CAA]. Only eligible students may participate in the administration of the CAA. CAA items are aligned with alternate achievement standards, which are linked with the Common Core Standards [CCSS] or California Next Generation Science Standards [CA NGSS] for students with the most significant cognitive disabilities).

The CAASPP System encompasses the following assessments and student participation requirements:

1. **Smarter Balanced Summative Assessments and CAA for ELA** in grades three through eight and grade eleven.
 2. **Smarter Balanced Summative Assessments and CAA for mathematics** in grades three through eight and grade eleven.
 3. **California Science Test (CAST) and CAA for Science** in grades five, eight, and once in high school (i.e., grade ten, eleven, or twelve).
- **College and Career Ready:** The percentage of students who have successfully completed courses that satisfy the requirements for entrance to the University of California and the California State University, or career technical education sequences or programs of study.

CAASPP Test Results in ELA and Mathematics for All Students taking and completing state-administered assessments Grades Three through Eight and Grade Eleven Percentage of Students Meeting or Exceeding the State Standard

While San Diego Center for Children Academy (SDCC) does not have access to CAASPP results via partnering districts, the SDCC does, however, administer the WRAT-5 assessment tool and the Roe & Burns Reading Inventory to monitor student progress. These internal tool allows the SDCC to monitor individual student growth and establish grade-equivalent performance metrics for mathematics and English Language Arts across all grade levels. SDCC Academy utilizes these internal assessments, to monitor student progress. Current data indicates that while students often possess strong foundational decoding skills and high accuracy in mathematics when provided with accommodations (calculators), there remains a significant need for intensive instruction in reading comprehension and mathematical fluency. These findings guide our individualized education programs (IEPs) and facilitate targeted professional development for staff to better support students in accessing grade-level curriculum.

Subject	School 2023-24	School 2024-25	District 2023-24	District 2024-25	State 2023-24	State 2024-25
English Language Arts / Literacy (grades 3-8 and 11)	--	--	52%	54%	47%	48%
Mathematics (grades 3-8 and 11)	--	--	41%	42%	35%	37%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Note: ELA and Mathematics test results include the Smarter Balanced Summative Assessments and the CAA. The "Percent Met or Exceeded" is calculated by taking the total number of students who met or exceeded the standard on the Smarter Balanced Summative Assessment plus the total number of students who met the standard (i.e., achieved Level 3-Alternate) on the CAA divided by the total number of students who participated in both assessments.

High School College Preparatory Classes available at SDCC Academy

San Diego Center for Children Academy offers college preparatory classes, a-g classes, that enable students to apply for admission to University of California and State University colleges. The "a-g" [subject requirements](#) are designed as an effective preparation, on many levels, for undergraduate work and assure the UC faculty that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. These high school courses are academically challenging, involve substantial reading and writing, require students to think analytically as well as master factual content and develop critical oral and listening skills. All courses must meet [subject-specific course criteria](#) and have been reviewed by UC for "a-g" approval.

The following courses are "a-g" approved at San Diego Center for Children Academy:

History/Social Science ("a")

- United States Government
- Geography: Imagine Edgenuity *
- United States History and Geography 1
- United States History and Geography 2
- World History and Geography 1
- World History and Geography 2
- Economics
- Sociology

English ("b")

- English 1
- English 2
- English 3
- English 4
- College Prep English 4 Imagine Edgenuity * Full year
- American Literature 1
- American Literature 2
- World Literature 1
- World Literature 2

Mathematics ("c")

- Algebra 1
- Algebra 2
- Geometry 1
- Geometry 2
- Integrated Mathematics I (a, b): Imagine Edgenuity* Full year
- Integrated Mathematics II (a, b): Imagine Edgenuity* Full year
- Integrated CME Project Mathematics I (a,b): Full year
- Integrated CME Project Mathematics II (a,b): Full year
- Integrated CME Project Mathematics III (a,b) Full year

Laboratory Science ("d"):

- Biology 1
- Biology 2
- Chemistry 1 Imagine Edgenuity * 1 semester
- Chemistry 2 Imagine Edgenuity * 1 semester
- Physics I: 1 semester
- Physics II: 1 semester

Language other than English ("e")

Spanish I: Full year

Spanish II: Full year

American Sign Language 1

American Sign Language 2

American Sign Language 3

American Sign Language 4

College-Preparatory Elective ("g")

Sociology

Visual Arts ("f")

Art History 1

Art History 2

Electronic Music 1

Electronic Music 2

**Imagine Edgenuity on-line program*

Career Technical Education (CTE) Participation (School Year 2024–25)

The Transition Program at SDCC Academy

The purpose of San Diego Center for Children's Successful Transition Program is to guide Transitional Age Youth (TAY) in creating a personalized, meaningful plan for their future, while building the skills and community connections they need to achieve their goals and well-being. Our vision is that every transitional age youth who is served by the Academy will exit our services with the hope, tools, and support they need to thrive in adulthood.

The Successful Transition Program's primary functions include comprehensive assessments, from both the youth and caregiver, of the youth's needs, core competencies, and support system, which are all essential components of a successful transition to adulthood. The assessment guides the Transition Action Planning (TAP) process, which will be a combined effort of the youth, transition coach, and the youth's supporters (e.g. caregivers, relatives, educators, clinicians, etc.). During the TAP process, the youth establishes goals for his/her adulthood in the areas of independent living skills, employment, education, housing, physical health, and emotional and behavioral well-being. These goals will make up the Transition Plan, which also incorporate the strengths, skills, support system, and available resources that the youth will utilize to reach his/her goals. Additionally, these goals are incorporated into the youth's IEP and assists the case manager in the development of the youth's ITP. Essentially, the Transition Plan serves as a roadmap for the youth as he/she approaches and enters adulthood.

The Transition Plan also becomes the roadmap for the Transition Coaching process. Transition Coaching is an essential part of actively helping the youth pursue his/her transition goals. The Transition Coach assists the youth on-site in learning new skills such as how to create a budget, interview for a job, secure housing, or advocate for his/her needs. The Transition Coach also may work with the youth in a community setting to access the resources and experiences needed for a successful transition. This community engagement may be a college tour, a trip to the DMV or local bank, or even a bus trip. This process is often referred to as "doing whatever it takes" to help the youth reach his/her goals and is highly individualized based on the youth's needs.

One of the unique features of this program is that the youth learns to sit in the driver's seat of his/her life. We recognize that once the youth turns eighteen, he/she may independently make choices and plans for the future. Therefore, if the Transition Plan does not reflect the youth's wishes and goals, it is unlikely that youth will allow it to guide him/her when he/she becomes a legal adult. During the TAP process, we help the youth envision a life with connection and purpose while creating and executing a realistic plan that guide the youth in making that vision a reality. As a result, the youth learns how to make healthy, strategic decisions with guidance from his/her supporters, and feels empowered as he/she moves into adulthood.

Since the Transition Program was implemented in the Academy, the growth has been substantial. Each junior and senior at the Academy receives individualized coaching from one of the Transition Coaches or Interns. In addition, the Academy has four transition classes, one for those looking into college and furthering their education, one for the youth that want to focus on vocational skills and employment, and the last two focusing on the development of executive functioning and daily living. The two Independent Living Skills classes are offered to all freshman and sophomores, which are co-facilitated by a therapist and educator. In addition, a new transition class/program TREC, which focuses on vocational skills and employment, is a new class this school year. This class is open to students in their senior year, whose IEP team has determined a non-diploma bound track. The Academy made a conscious choice to keep the enrollment in this class to 4 students for, at least, one semester. This class has been very successful. The focus has been on daily living skills, mobility training, and acquisition of employment.

Senior Exhibition Project

When assessing the effectiveness of the curriculum, SDCC Academy includes information gathered by a wide variety of stakeholders, including teachers/staff, parents, students, DIS providers, and district personnel. Sources of data include standardized testing results from annual IEPs, bi-annual testing results from the Reading Lab/Math Lab, an annual needs assessment which is completed by teachers/instructional staff each spring as part of our Title I funding from SDUSD, student surveys, parent surveys, feedback from school districts during IEP meetings, weekly feedback from Student Council, and weekly feedback from staff through regularly scheduled meetings (elementary, middle, high school morning meetings and all-staff Wednesday meetings). Using this process, SDCC Academy has identified the need for remedial programs, additional high school courses, the Transitions Program, and additional extracurricular activities.

SDCC Academy has also used this collaborative approach when establishing high school grading policies and determining course completion/high school credits. For example, SDCC Academy used this process to address the issue of absenteeism by specific students in the high school program, which not only negatively impacted their ability to complete schoolwork but also negatively impacted their access to mental health resources. As a result, a new high school grading policy was established. In order for high school students to receive full course credit, students are required to have a minimum of 70% seat time in addition to completing the assigned schoolwork for the course. This policy emphasizes the importance of having students actively participate in their school community, which is an essential component of our SLOs (Positive Self-Concept, Academic Inquirer/Seeker of Knowledge, Nurturing & Principled, Thinker/Hero, Effective Communicator, & Reflective).

To meet academic district requirements, every high school student enrolled at SDCC Academy has an active transcript worksheet. SDCC Academy works with many different school districts, the requirements for the particular district is noted on the student's worksheet. A cumulative school record is kept for every student and is located in the administration office. Administration ensures that every student is enrolled in the required coursework necessary to obtain a high school diploma from his/her school district.

When creating a student's schedule, his/her interests are taken into account. Whenever possible, and when it is appropriate for a particular student, the student is enrolled in class(es) where he/she can serve as a mentor, intern, or office assistant. Not only do these electives build confidence, they also build important job skills. In addition to possessing a strong academic program, SDCC Academy is fortunate to also be under the umbrella of San Diego Center for Children. Through funding efforts of the Development Department of the Center, students at the Academy have a stellar music program, opportunities for enrichment activities in the community, a remedial math program, and a remedial reading program that has demonstrated strong results. Our students have the opportunity to participate on team sports and to compete with other schools in San Diego County through our membership in CAPSES (California Association of Private Special Education Schools). The CAPSES league includes, not only member schools, but also programs within local participating districts.

Meaningful field trips are scheduled for our students. These field trips include vocational training programs (Job Corps, Peace Corps, & Green Peace), college program tours for our high school students (community colleges & 4 year universities), Camp Able for grades K-8, visits to local museums, participate in community choir performances, attend environmental studies programs, visit local amusement parks, and attend field trips that emphasize the arts, including local theater performances and the San Diego Orchestra. In the newly formed TREC (Transition Related Education and Community) class, mobility training is a benefit to attending field trips.

All graduating high school seniors are also required to complete a Senior Exhibition project where they evaluate their progress toward the school's School Learning Outcomes (SLOs). Students are required to complete a PowerPoint which details the story of their life, progress toward SLOs, future goals, and the steps they need to take to obtain these future goals. Students present their Senior Exhibition in front of an audience that includes parents, teachers, peers, administration, and Senior Staff from SDCC.

As a whole school:

As a certified nonpublic school, the program at the San Diego Center for Children Academy (SDCC Academy) serves the individual needs of a diverse population of students. SDCC Academy offers grade level curriculum, while providing supplemental supports in identified areas of need. The academic curriculum is state approved and all high school textbooks are used in at least one of our contracting districts. Each student's academic IEP goals and presented curriculum are based on common core state standards for the student's appropriate grade level. When a student enrolls at SDCC Academy, his/her state testing and formal testing results are evaluated to identify areas of strength and need. If a student scores below basic (or at the low end of the average range) further assessments are done, and appropriate remediation is recommended, including enrollment in our remedial reading and math programs, where students are seen individually to support his/her unique needs and learning styles.

Almost all of the students at SDCC Academy have an Individualized Education Plan (IEP). As part of the annual IEP process, each student's present level of academic and functional performance is documented. This allows the IEP team to assess how students are performing over time. A viable, meaningful instructional program is developed around the student's present levels and includes yearly goals, which are assessed quarterly through IEP benchmark reviews. If a student does not make adequate progress toward his/her yearly IEP goals, teachers/DIS providers must identify possible reasons why progress is not being made and attempt to ameliorate the situation, which may include collaboration between IEP team members, a request for further assessments at an IEP addendum meeting, and/or a review of current curriculum/teaching methods. Academic IEP goals are written using grade level Common Core State Standards (CCSS), which requires SDCC Academy teachers to know how to scaffold curriculum using current educational research in order to help students achieve grade level CCSS. This process requires teachers to identify areas of need, understand individual learning strengths, and to use proven educational methods of

remediation. For example, teachers may need to instruct students on how to use specific decoding skills in order to help students improve their oral reading skills. In addition, teachers need to understand the importance of repeated drill and instruction using multiple sensory modalities to ensure mastery of skills. SDCC Academy offers ongoing staff training through in-services and outside conferences to ensure that teachers are using instructional methods based on current educational research.

Academic progress is a priority for all of our students. SDCC Academy maintains a low student to staff ratio to allow for individualized instruction as needed. The primary qualifying disability of most of our students is "Emotional Disturbance." As reflected in the SLOs, social/emotional development is one of the primary goals of our school program. Integrated into the curriculum are not only therapeutic interventions but appropriate behavior and social skills training. The academic curriculum strives to strike the delicate balance between remediating academic weaknesses and progressing students toward common core state standards. Using across curriculum instruction allows for the repetition that is needed for our student population, leading to the mastery of key concepts within subjects.

Curriculum is a course of study and the framework of the education program. Curriculum is the structure upon which educational planning rests and one of the primary vehicles for meeting educational goals. At SDCC Academy, the school's curriculum is provided by each student's IEP (Individualized Education Plan) as well as the California State Frameworks and the Common Core State Standards.

"A statement of measurable annual goals, including academic and functional goals designed to (A) Meet the child's needs that result from the child's disability to enable the child to be involved in and make progress in the general education curriculum? and (B) Meet each of the child's other educational needs that result from the child's disability..." IDEA 2004 Sec.300.320.2

SDCC Academy emphasizes the remediation and enhancement of basic skills in core curriculum areas (i.e., reading decoding & comprehension, math computation & application, verbal & written expression, social studies/history, and science). When a student performs below grade level, instruction and special education services focus on reducing the existing educational gap between the student and his/her age equivalent peers. Remediating educational deficits, enhancing educational strengths, and improving learning and study strategies are emphasized in each classroom at all grade levels. Educational content is consistent with the curriculum in general education and is aligned with the California State Frameworks and Common Core State Standards. To ensure compliance, SDCC Academy submits an annual list of core curriculum to the California Department of Education each fall (K-8 & 9-12). SDCC Academy follows the Common Core State Standards for all core subjects and prepares students for success in college, career, and life by the time they graduate from our high school program. Instruction in these areas is intended to help students meet the goals in their Individualized Education Plan (IEP) as well as content and performance standards set forth by the California Department of Education. The vast majority of our student population is diploma bound. To meet the varying intellectual abilities of our students we do have college prep courses - a-g courses. We will be submitting more courses for approval this school year.

The following Designated Instructional Transition Services are offered at SDCC Academy

- (820) College Awareness Preparation
- (830) Vocational Assessment, Counseling/Guidance Assessment
- (840) Career Awareness
- (850) Work Experience Education
- (855) Job Coaching
- (860) Mentoring
- (870) Travel Training
- (890) Other Transition Services

Career Technical Education (CTE) Programs (School Year 2023–24)

Transitions (#### - Elective:College Prep)

Grade Level: 9-12

Course Duration: One (1) Semester

Course Description:

Senior Transition class is designed to help the student make a successful transition from High School to post-secondary education or employment. Students again review their learning profile to learn to articulate learning differences as well as personal strengths and weaknesses, and then identify strategies and accommodations that help them be successful in both academic and work settings. Learning activities are planned to encourage development of personal finance skills. Students continue to explore career options. Setting specific goals for post-graduation is encouraged, and support is provided to help the students work towards the completion of these goals. Students practice self-determination as they participate in parent conferences. Students will also participate in activities and discussions to develop cybersafety awareness. During the second trimester, students will review the job interview process as they prepare for their internship which will be completed during the mornings of the third trimester. This experience provides an opportunity to practice strategies that lead to success as adults

Life-Skills (#### - Elective:College Prep)

Grade Level: 9-12

Course Duration: One (1) Semester

Course Description:

The purpose of this course is to increase student knowledge and ability in skills necessary for everyday living. Topics included will be self-assessment relating to self and others, awareness of emotions and behaviors, post-secondary education, careers, employment, consumerism, money management, housing, food, marketing and preparation, clothing choices and self-care. There is special emphasis on creating and partaking in acts of kindness in the school environment and community while using the community as a classroom. This course gives the type of knowledge needed by everyone for everyday living.

The following Transitions Services are offered at SDCC Academy:

820 College Awareness Preparation: College awareness is the result of acts that promote and increase student learning about higher education opportunities, information and options that are available including, but not limited to, career planning, course prerequisites, admission eligibility and financial aid.

Freshman/Sophomore: Career Assessments/Guidance begins. Reviewing information about college, vocational, or trade school applications and admissions processes, courses offerings, career options, and resources available to support student success. Junior year: more research, and exploration.

Advising students and parents on academic curricula, postsecondary opportunities associated with career fields or pathways, and the type of academic and occupational training needed to succeed in the workplace. Senior year: Senior year student creates actionable career plan for themselves.

Supporting students in completing the Free Application for Federal Student Aid. Enroll in college or university, earn occupational certificate, enroll in vocational training, enter military for training in...,

enter an apprenticeship, complete on the job training, enter community based training, may list major, industry, or job of interest as goals mature.

Vocational Assessment, Counseling, Guidance, and Career Assessment: Organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment and may include provision for work experience, job coaching, development and/or placement, and situational assessment.

This includes career counseling to assist student in assessing his/her aptitudes, abilities, and interests in order to make realistic career decisions. (Title 5 §3051.14).

830 Assist students to understand the career decision-making process that culminates with their personal career/educational plan along with self-advocacy skills in preparation for transitions from school to adult life. Transitions staff assist students to obtain work permits and necessary paperwork required for paid work experience. Students can access up to 100 hours of paid work experience on an annual basis. These staff also implement transitions assessment for youth and caregiver. Goals, activities, and action items based on the transitions assessment results and individualized Transitions Plan.

Career Awareness: Transition services include a provision in paragraph (1)(c)(vi), self-advocacy, career planning, and career guidance. This comment also emphasized the need for coordination between this provision and the Perkins Act to ensure that students with disabilities in middle schools will be able to access vocational education funds. (34 CFR §300.29).

840 Exploring information about the labor market composition, in-demand industry sectors, and nontraditional employment. Discussing in-demand occupations, career pathways, and vocational interests inventory results. I will work in full time employment as... at. I will work as.... I will work...

Work Experience Education: Work experience education means organized educational programs that are directly related to the preparation of individuals for paid or unpaid employment, or for additional preparation for a career requiring other than a baccalaureate or advanced degree. (34 CFR 300.26)

850 Competitive work- full time or part time, supported employment, integrated work activity or internship, or volunteer work. This provides students with an opportunity to explore work based learning experiences, and skills that will help them connect school experiences to real-life work activities and future career opportunities. Students may participate in more than one work based learning experience, as appropriate for the participant. They may also result in the development of any of the following: vocational direction, appropriate work attitudes, ethics, interpersonal skills, speed, and accuracy, and foundational employment skills.

Job Coaching: Job coaching is a service that provides assistance and guidance to an employee who may be experiencing difficulty with one or more aspects of the daily job tasks and functions. The service is provided by a job coach who is highly successful, skilled, and trained on the job who can determine how the employee that is experiencing difficulty learns best and formulate a training plan to improve job performance.

855 Communication skills, listen, speak, customer services. Interpersonal skills (leadership, social skills, teamwork, Personal Qualities, and work ethic. Thinking skills (analyze, prioritize, visualize, problem solve) Applications of Core Academic skills, use of technology, manage resources, time, growth mindset, adaptability.

860 Mentoring: Mentoring is a sustained coaching relationship between a student and teacher through ongoing involvement. The mentor offers support, guidance, encouragement and assistance as the learner encounters challenges with respect to a particular area such as acquisition of job skills.

Mentoring can be either formal, as in planned, structured instruction, or informal that occurs naturally through

friendship, counseling, and collegiality in a casual, unplanned way.

?Participants are able to work with staff on instrumental and psychosocial mentoring. Supportive services for students needs and challenges. Students will receive one to one mentoring from a case manager or transitions coach to strategize solutions for challenging factors in students life. ?

Other Transition Services: These services may include program coordination, case management and meetings, and crafting linkages between schools and between schools and postsecondary agencies.

Using Successful Online Platform students can explore all essential life skills areas include:

890 Transportation, advocacy, self care, personal appearance, self determination and self management, at home skills, food skills, financial literacy, citizenship, using technology, community access, social and recreation. Learn about talents, self-interests, skills, and personality, investigates/research/explore career and education/training options, reflect on insights gained, develop your personal career plan, advocate for yourself, test the waters and gain experience, prepare and learn skills, find a job that is right for you.

- 2 Career Planning and Development - EL4222 CR
- 3 Career Planning and Development - EL4222 A
- 4 Career Planning and Development - EL4222 B
- 5 Career Planning and Development - EL4222 A-CR
- 6 Career Planning and Development - EL4222 B-CR
- 7 Career Explorations - EL3401
- 8 Career Explorations - EL3401 A
- 9 Career Explorations - EL3401 B
- 10 Personal Finance - EL3403
- 11 CA-Introduction to Business and Finance
- 12 CA-Introduction to Business and Finance A
- 13 CA-Introduction to Business and Finance B
- 14 Introduction to Careers in Architecture and Construction
- 15 Business Law
- 16 Career Explorations III
- 17 Engineering and Design
- 18 Science and Mathematics in the Real World
- 19 Physicians, Pharmacists, Dentists, Veterinarians and Other Doctors
- 20 Introduction to Law, Public Safety, Corrections, and Security
- 21 Introduction to Human Services
- 22 Introduction to Careers in Finance
- 23 Fundamentals of Digital Media
- 24 Scientific Research
- 25 Plant Systems
- 26 Health, Safety, and Ethics in the Health Environment
- 27 Career Explorations I
- 28 Careers in Logistics Planning and Management Services
- 29 Small Business Entrepreneurship B
- 30 Law Enforcement Field Services
- 31 Legal Services
- 32 Transportation and Tours for the Traveler
- 33 Introduction to Consumer Services
- 34 Career Explorations II
- 35 Teaching and Training Careers
- 36 Introduction to Human Growth and Development
- 37 Sustainable Service Management for Hospitality and Tourism
- 38 New Applications: Web Development in the 21st Century
- 39 Business Computer Information Systems
- 40 Public Health: Discovering the Big Picture in Health Care
- 41 Family and Community Services
- 42 Power, Structural, and Technical Systems
- 43 Introduction to STEM
- 44 Planning Meetings and Special Events
- 45 Careers in Marketing Research
- 46 Food Products and Processing Systems
- 47 Therapeutics: The Art of Restoring and Maintaining Wellness
- 48 Food Safety and Sanitation
- 49 Network System Design
- 50 Fundamentals of Programming and Software Development
- 51 Engineering and Product Development
- 52 STEM and Problem Solving
- 53 Career Management
- 54 Introduction to Careers in Arts, A/V Technology and Communications
- 55 Banking Services Careers
- 56 Agribusiness Systems
- 57 Software Development Tools
- 58 Scientific Discovery and Development

- 59 Careers in Allied Health
- 60 Construction Careers
- 61 Introduction to Agriculture, Food, and Natural Resources
- 62 Introduction to Network Systems
- 63 Marketing and Sales for Tourism and Hospitality
- 64 Introduction to Careers in Education and Training
- 65 Corrections: Policies and Procedures
- 66 Personal Care Services
- 67 Security and Protective Services
- 68 Nursing: Unlimited Possibilities and Unlimited Potential
- 69 Introduction to Information Technology Support and Services
- 70 Small Business Entrepreneurship A
- 71 Technology and Business
- 72 Fundamentals of Computer Systems
- 73 Introduction to Careers in Government and Public Administration
- 74 Fire and Emergency Services
- 75 Animal Systems
- 76 Introduction to Careers in the Health Sciences
- 77 Forensics: Using Science to Solve a Mystery
- 78 Introduction to Careers in Transportation, Distribution, and Logistics

Measure	CTE Program Participation
Number of Pupils Participating in CTE	31
Percent of Pupils that Complete a CTE Program and Earn a High School Diploma	100%
Percent of CTE Courses that are Sequenced or Articulated Between the School and Institutions of Postsecondary Education	100%

Course Enrollment/Completion of University of California (UC) and/or California State University (CSU) Admission Requirements

All students on a diploma bound track in grades 9-12 at SDCC Academy are enrolled in a-g courses required for UC/CSU admission. The only students who are not enrolled in the a-g courses are those students on track to earn a Certificate of Completion at graduation per their IEPs.

High School College Preparatory Classes

San Diego Center for Children Academy offers college preparatory classes, a-g classes, that enable students to apply for admission to University of California and State University colleges. The "a-g" [subject requirements](#) are designed as an effective preparation, on many levels, for undergraduate work and assure the UC faculty that students have attained a body of general knowledge that will provide breadth and perspective to new, more advanced study. These high school courses are academically challenging, involve substantial reading and writing, require students to think analytically as well as master factual content and develop critical oral and listening skills. All courses must meet [subject-specific course criteria](#) and have been reviewed by UC for "a-g" approval.

The following courses are "a-g" approved at San Diego Center for Children Academy:

History/Social Science ("a")

United States Government

Geography: Imagine Edgenuity *

United States History and Geography 1

United States History and Geography 2

World History and Geography 1

World History and Geography 2

Economics

Sociology

English ("b")

English 1

English 2

English 3

English 4

College Prep English 4 Imagine Edgenuity * Full year

American Literature 1

American Literature 2

World Literature 1

World Literature 2

Mathematics ("c")

Algebra 1

Algebra 2

Geometry 1

Geometry 2

Integrated Mathematics I (a, b): Imagine Edgenuity* Full year

Integrated Mathematics II (a, b): Imagine Edgenuity* Full year

Integrated CME Project Mathematics I (a,b): Full year

Integrated CME Project Mathematics II (a,b): Full year

Integrated CME Project Mathematics III (a,b) Full year

Laboratory Science ("d"):

Biology 1

Biology 2

Chemistry 1 Imagine Edgenuity * 1 semester

Chemistry 2 Imagine Edgenuity * 1 semester

Physics I: 1 semester

Physics II: 1 semester

Language other than English ("e")

Spanish I: Full year

Spanish II: Full year

American Sign Language 1

American Sign Language 2

American Sign Language 3

American Sign Language 4

College-Preparatory Elective ("g")

Sociology

Visual Arts ("f")

Art History 1

Art History 2

Electronic Music 1

Electronic Music 2

*Imagine Edgenuity on-line program

UC/CSU Course	Course Measure	Percent
2024–25 Pupils Enrolled in Courses Required for UC/CSU Admission		
2023–24 Graduates Who Completed All Courses Required for UC/CSU Admission		

State Priority: Other Pupil Outcomes

The SARC provides the following information relevant to the State priority: Other Pupil Outcomes (Priority 8):

- Pupil outcomes in the subject area of physical education

California Physical Fitness Test Results (School Year 2024–25)

Percentage of Students Participating in each of the five Fitness Components

Grade	Component 1: Aerobic Capacity	Component 2: Abdominal Strength and Endurance	Component 3: Trunk Extensor and Strength and Flexibility	Component 4: Upper Body Strength and Endurance	Component 5: Flexibility
5	100%	100%	100%	100%	100%
7	100%	100%	100%	100%	100%
9	100%	100%	100%	100%	100%

Note: The administration of the PFT requires only participation results for these five fitness areas.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

C. Engagement

State Priority: Parental Involvement

The SARC provides the following information relevant to the State priority: Parental Involvement (Priority 3):

- Efforts the school district makes to seek parent input in making decisions regarding the school district and at each school site

Opportunities for Parental Involvement (School Year 2025–26)

Opportunities for Parental Involvement (School Year 2025–26)

SDCC Academy's goal is to communicate with and involve parents and caregivers as often as possible in the school experience here at SDCCA. Parent input is very important to the school team. We want parents to receive more positive feedback that Parent surveys are sent to parents throughout the year. The response to the surveys has been minimal.

All parents/caregivers were invited to meet with the WASC visiting committee last Fall. Of the eighty two parents we had five agree to participate with the parent committee. Those five parents were very much appreciated for their input.

Town Hall meetings are being scheduled for the Spring Semester for caregivers to meet with each other and with the Principal and Program Manager.

The Principal sends all parents/caregivers a monthly school newsletter.

The Principal invites all parents monthly or at anytime they request to have *Coffee with the Principal*.

All parents are invited to the Fall Back to School Night. This year there was a very good turn out from caregivers attending.

Parents are also invited to individual parent/teacher conference at the end of the first quarter. They are also invited to schedule a meeting at anytime they choose.

Parents attend all IEPs with the IEP team.

All parents are invited to our Winter Holiday Program, to VAPA performances, and to the Graduation/Awards Ceremony where every student in the school receives an award specifically designed for him/her. There are also schoolwide awards handed out at that event.

Parents are welcome to attend *Weekly Blues Thursdays* music events with their students.

Parents are welcome to come to all CAPSES Sports League Games on and off of campus during the sports seasons.

Parents are provided Gradelink access to monitor student academic progress (GPA, Grades earned, teacher comments, attendance, transcript, assignments and due dates) at any time.

Career Day is an annual event for the middle school and high school students. We have community professionals and parents (approximately 18-20) present their career to the students.

The community at large is involved on many levels. Since we are under the umbrella of San Diego Center for Children we benefit from the Board and their outreach to the community.

RTC Communication Monthly Treatment Team Meetings SDCC Wellness Program Interpreters are available for meeting. Policies are also available in English and

Parents are invited to fundraising events such as *Holiday Heroes, Teacher Appreciation Week, and seasonal events and celebrations for students*.

Translation for Spanish speakers: If another language is needed, every attempt is made to accommodate. The district will provide interpreters for meetings and phone calls.

Parents are encouraged to participate in a parent committees meeting with the school and WASC team reviews at SDCC Academy.

Parents/caregivers are sent surveys several times per year to share their anonymous feedback about SDCC Academy.

State Priority: Pupil Engagement

The SARC provides the following information relevant to the State priority: Pupil Engagement (Priority 5):

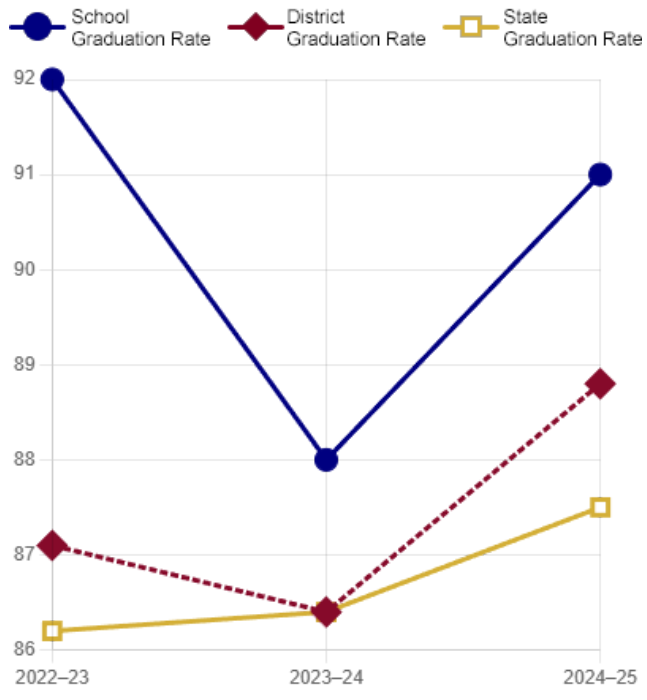
- High school graduation rates;
- High school dropout rates; and
- Chronic Absenteeism

Graduation Rate and Dropout Rate (Four-Year Cohort Rate)

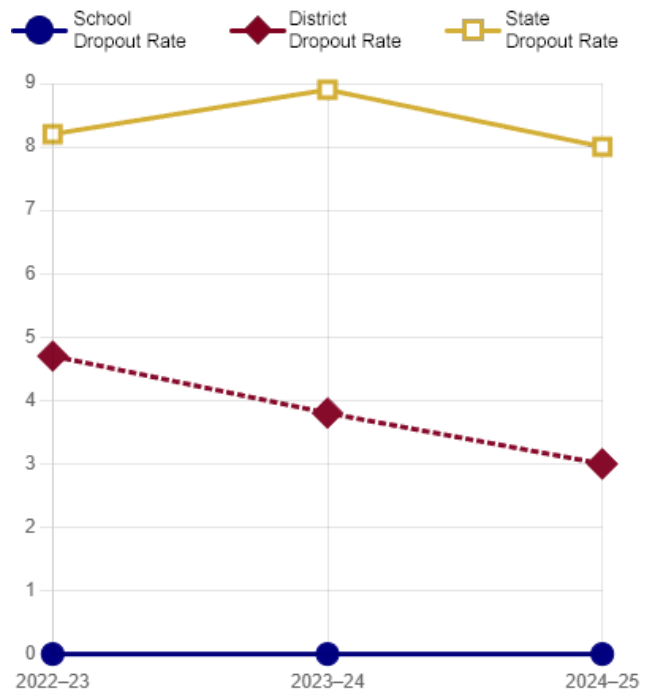
Indicator	School 2022–23	School 2023–24	School 2024–25	District 2022–23	District 2023–24	District 2024–25	State 2022–23	State 2023–24	State 2024–25
Graduation Rate	92%	88%	91%	87.1%	86.4%	88.8%	86.2%	86.4%	87.5%
Dropout Rate	00%	00%	00%	4.7%	3.8%	3.0%	8.2%	8.9%	8.0%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

Graduation Rates



Dropout Rates



Graduation Rate by Student Group (Four-Year Cohort Rate) (School Year 2024–25)

Student Group	Number of Students in Cohort	Number of Cohort Graduates	Cohort Graduation Rate
All Students	11	--	91%
Female	--	--	--
Male	--	--	--
Non-Binary	--	--	--
American Indian or Alaska Native	--	--	--
Asian	--	--	--
Black or African American	--	--	--
Filipino	--	--	--
Hispanic or Latino	--	--	--
Native Hawaiian or Pacific Islander	--	--	--
Two or More Races	--	--	--
White	--	--	--
English Learners	--	--	--
Foster Youth	--	--	--
Homeless	--	--	--
Socioeconomically Disadvantaged	--	--	--
Students Receiving Migrant Education Services	--	--	--
Students with Disabilities	--	11	91%

For information on the Four-Year Adjusted Cohort Graduation Rate (ACGR), visit the CDE Adjusted Cohort Graduation Rate web page at <https://www.cde.ca.gov/ds/ad/acgrinfo.asp>.

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a student population is ten or fewer.

State Priority: School Climate

The SARC provides the following information relevant to the State priority: School Climate (Priority 6):

- Pupil suspension rates;
- Pupil expulsion rates; and
- Other local measures on the sense of safety

Suspensions and Expulsions

Rate	School 2022-23	School 2023-24	School 2024-25	District 2022-23	District 2023-24	District 2024-25	State 2022-23	State 2023-24	State 2024-25
Suspensions	0.07	5.00	12.8	2.70	2.64	2.09	3.60	3.28	2.94
Expulsions	0.00	0.00	00	0.05	0.03	0.02	0.08	0.07	0.06

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

Suspensions and Expulsions by Student Group (School Year 2024–25)

Student Group	Suspensions Rate	Expulsions Rate
All Students	12%	0.00%
Female	4%	0.00%
Male	9%	0.00%
Non-Binary	0.00%	0.00%
American Indian or Alaska Native	0.00%	0.00%
Asian	0.00%	0.00%
Black or African American	0.00%	0.00%
Filipino	0.00%	0.00%
Hispanic or Latino	0.00%	0.00%
Native Hawaiian or Pacific Islander	0.00%	0.00%
Two or More Races	0.00%	0.00%
White	0.00%	0.00%
English Learners	0.00%	0.00%
Foster Youth	0.00%	0.00%
Homeless	0.00%	0.00%
Socioeconomically Disadvantaged	0.00%	0.00%
Students Receiving Migrant Education Services	0.00%	0.00%
Students with Disabilities	0.00%	0.00%

Note: To protect student privacy, double dashes (--) are used in the table when the cell size within a selected student population is ten or fewer.

SDCC Academy Emergency Response Plan

Emergency Event Response Plan

Fire in Community Follow fire department instructions re: evacuation. Coordinate with SDCC EOC Lead. Implement

Academy Evacuation Plan if instructed. If students evacuated, Principal coordinate with EOC Lead re:

staff assisting other programs if needed.

Flood/Severe Storm Principal inform Facilities Manager and supervisor. If building uninhabitable, implement Academy Evacuation Plan in coordination with supervisor/EOC Lead. If students evacuated, Principal coordinate with EOC Lead re: staff assisting in other SDCC programs if needed.

Short-Term Power Outage (<4 hours) Principal inform staff of situation, ensure classrooms have enough light to continue teaching and coordinate with facilities re: outage updates and IT for parent phone access. Instruction/services continue.

Long-Term Power Outage (>4 hours) Principal inform staff of situation, ensure classrooms have enough light to continue teaching and coordinate with facilities re: outage updates and IT for parent phone access. Instruction/services continue.

Building Uninhabitable (fire, earthquake, vehicle or tree damage, etc.)

Principal coordinate with supervisor/EOC Lead. Implement Academy Evacuation Plan if instructed.

If

students evacuated, Principal coordinate with EOC Lead re: staff assisting other programs if needed.

Water/Sewer Failure Principal inform staff of situation, ensure classrooms have access to restrooms in other buildings and coordinate with facilities re: failure updates. Instruction/services continue. If no restroom access, Principal coordinate with supervisor re: bringing in portable restrooms or sending students home

and need for staff to assist in other programs.

Bomb Threat (building evacuation) Immediately evacuate buildings, call 911 and inform supervisor. Follow emergency responders' instructions re: returning to building. If unable to return, Principal coordinate with supervisor/EOC Lead re: implementing Evacuation Plan. If students evacuated, Principal coordinate with EOC Lead re: staff assisting other programs if needed.

Secure Building (danger in surrounding community)

Immediately follow Secure Building procedures. Follow emergency responders' instructions re: when to discontinue Secure Building procedures. Principal to keep supervisor and staff apprised of

situation. Instruction/services continue. If needed, notify families to avoid the area.

Lockdown/ASE (danger in building/on campus)

Immediately follow ASE procedures (Run/Hide/Fight), alerting staff and supervisor and calling 911. Follow emergency responders' instructions re: when to discontinue lockdown procedures. Principal to keep supervisor apprised of situation as able. If needed/able, notify families to avoid the area.

Lock Down

- 1) Remain calm & exercise common sense. Staff are NOT to attempt to take a weapon from or attempt to over power anyone with a weapon.
- 2) Using a calm and controlled voice, clearly announce "ATTENTION STAFF, INITIATE LOCKDOWN, FOLLOW LOCKDOWN PROCEDURE NOW" into the intercom system or walkie, depending on the campus. To utilize the intercom system on the main campus, punch 4000 into Shoretel – make announcement 3 times. Hang up and dial 5000. Announce 3 more times.
- 3) Have everyone take cover and stay quiet. Designate one person to shut all blinds, lock all doors, turn off computer monitors and all lights.
- 4) Call 911.
- 5) Only emergency response team, senior staff or police have the authority to discontinue a lock down.

Earthquake

- 1) **Drop, cover and Hold:** Stay calm. Take cover under a heavy desk, table, bench or against an inside corner of a building. Use free hands to cover your neck and hold onto furniture if possible.
- 2) Stay away from glass, windows, outside doors and walls, and anything that might fall, such as furniture and light fixtures.
- 3) If inside is unsafe, you may evacuate outside. Stay outside and move away from buildings, streetlights and utility wires.
- 4) Due to possible gas leaks, don't use candles, matches, or open flames.
- 5) When safe to do so, evacuate to the nearest basketball court or identified evacuation area.

Fire

- 1) Sound alarm
- 2) Evacuate building in a calm and orderly fashion to the designated meeting place (i.e. basketball courts on main campus, dumpsters in back parking lot at FFAST)
- 3) Sweeper checks every room and makes sure that everyone has evacuated safely, closing doors behind them
- 4) Make sure all persons are at designated meeting place
- 5) Once building is cleared and determined to be safe, employees can return to work

Fire Extinguisher

Safety Training and Awareness:

- Only fight fire if it is safe to do so.

When using a fire extinguisher, please follow these steps: **P.A.S.S.**

- **P**ull extinguisher pin
- **A**im extinguisher nozzle at base of flames
- **S**queeze extinguisher handle
- **S**weep extinguisher nozzle back & forth

In case of Fire, call the Fire Department by dialing 9-911.

Safely evacuate to the designated assembly area.

Emergency Preparedness:

Know where the nearest fire extinguishers and emergency exits are located in your area.

Please note that all fire extinguishers at the SDCC are safe to be used for all types of fires.

Hostile Situations

- 1) Remain calm and ensure voice and tone control
- 2) Let the person know that you understand their frustration and that you are here to help them to the best of your ability
- 3) Contact a Supervisor ASAP (let them know that you need immediate assistance with a visitor or parent)
- 4) If situation becomes urgent, use walkie to request "Immediate Assistance to the lobby". The Academy is closer in proximity unless the guest is related to a Residential youth
- 5) Use this same request if a youth is escalating

Emergency Script

- 1) In case of Fire: "This is not a drill; There is an emergency situation on Campus. The fire department has been notified. Please follow fire protocols." Sound fire alarms.
- 2) In case of Lockdown: "Attention Staff, initiate lockdown, follow lockdown procedure now. This is not a drill; we are under lockdown protocol until further notice. Please initiate lockdown protocol."
- 3) In case of an Evacuation: "This is not a drill; please remain calm and evacuate premises."

Emergency Phone numbers:

Emergency	911
<u>Access & Crisis Line</u>	<u>(800) 479-3339</u>
<u>Poison Control</u>	<u>(800) 222-1222</u>
<u>Police Department Non-Emergency & PERT</u>	<u>(619) 531-2000</u>
<u>Fire Department</u>	<u>(858) 974-9706</u>
<u>Child Protective Services Hotline (CPS)</u>	<u>(858) 694-5141</u>
<u>San Diego Red Cross</u>	<u>(858) 309-1265</u>
<u>Animal Control</u>	<u>(619) 236-2341</u>
<u>San Diego Gas & Electric (SDG&E)</u>	<u>(800) 411-7343</u>
<u>American Med Service</u>	<u>(858) 492-8111</u>
<u>Rady's Children's Hospital</u>	<u>(858) 576-1700</u>
<u>Red Cross</u>	<u>(858) 309-1265</u>

Bomb Threat

All bomb threats must be taken seriously. Most bomb threats are received by phone. Act quickly and remain calm.

Attempt to obtain information using the checklist below.

Bomb threat via phone:

- 1) Keep caller on the phone for as long as possible and **DO NOT HANG UP**
- 2) Listen carefully. Be polite and show interest. Keep caller talking to gather as much information as possible.
- 3) Write a note to a colleague to call authorities or notify authorities immediately after the caller has hung up
- 4) Copy the number down if your phone has a display
- 5) Complete the Bomb threat checklist below immediately.

Bomb Threat via email:

- 1) Call 9-1-1 & do not delete message

Suspicious Package:

- No return address
- Stains
- Strange odors
- Strange sounds
- Unexpected delivery
- Poorly handwritten
- Misspelled words
- Foreign postage
- Restrictive notes

DO NOT:

- Use two-way radios or cellular phone; radio signals have the potential to detonate a bomb
- Evacuate the building until the police arrive and evacuate the threat
- Activate the fire alarm
- Touch or move package

San Diego Center for Children

TELEPHONE CHECKLIST FOR TERRORIST OR BOMB THREATS

Campus Evacuation Instructions

Ervey Salinas Residential Director W: 858-569-2185 C: 858-200-6547 Lynette Castillo Residential PM Lead Supervisor W: 858-634-8377 C: 619-779-4605
 Anneka Adame Residential AM Lead Supervisor W: 858-634-8315 C: 858-829-9193 Christie Ruiz Contracts and Operations Manager W: 858-633-4120 C: 760-485-6821

Bryan Dale

Academy Principal

W: 858-569-2101

C: 619-212-0733 Christy Gordon Academy Administrative Manager W: 858-569-2131 C: 760-846-6141 Elizabeth Thompson Academy Operations Supervisor W: 858-569-2104 C: 858-736-4629 Christina Grice Intensive Clinical Services Dir W: 858-634-8367 C: 203-623-2159

Broadcast

Extensions: Academy & Residential ext. 4000 Main Campus (except Academy & Residential) ext. 5000 FWC & ECOP Ext. 6000

All Community Programs (except FWC & ECOP) ext. 7000 FFAST Ext. 8000

Radio Channels: Children's = 3 Clark = 2 Emergency = 4 Conversations = 1 Academy = 6 IOP/PHP = 5

Gate Phone

numbers: Children's 858-789-0985 Clark 858-789-0347

#1 Evacuation Location: Toby Wells YMCA 5105 Overland Avenue San Diego, CA 92123 Main phone: 858-496-9622 ext 1722 Contact name: Ashley Kurth

Cell (for emergencies): 805-259-6650 Email: akurth@ymcaSD.org 3.6 Miles from the Center #2 Evacuation Location Site: Canyon View Church 4292

Balboa Ave. San Diego (Clairemont) Chelsea Deleon – Office Manager Joshua Warren - Pulpit Minister 858-273-5140 3 Miles from the Center

Academy/IOP/PHP Evacuation Sites (depending on situation)

Kearny Mesa Recreation Center

Contact info: 858-573-1387 Mesa College Campus Police Contact info: 619-388-2749

EVACUATION BACKPACK LOCATIONS:

- Residential Evacuation Backpacks: All Cottage Staff Offices, Nursing Station, Lead Supervisor's Office, IOP/PHP Office, Dietary Office, Lobby
- EOC Evacuation Backpacks: IDR Conference Room, Lobby
- Residential and Campus IC Binders: IDR Conference Room, Clark Bullpen (across from Xotchil's desk), Marston conference room (Admin bldg. on the wall)
- Academy Evacuation Backpacks: All Classrooms, Principal's office, Administration Manager's Office

Residential Mandatory Emergency Notification: CCL Analyst – Lucero Jauerjui 951-218-3893

Emergency Numbers:

- Life threatening emergency – 911

- American Red Cross San Diego Regional Headquarters Disaster Services 858-309-1200
- Red Cross Emergency Dispatch (24-hours a day) 855-891-7325
- San Diego Disaster Response dial 211
- San Diego Fire-Rescue Department Headquarters 619-533-4300
- San Diego Fire Emergency Management Services/FEMA 619-533-4313
- San Diego Police Non-Emergency 619-531-2000
- Psychiatric Emergency Response Team (PERT) 619-531-2000 or 911 if Urgent
- Mesa College Police Department 619-388-6405
- Child Protective Services (CPS) Hotline 858-560-2191

Resources

- o Diamond Environmental Services (health priority status for generator rental): 9174 Rehco Rd #B, San Diego, CA 92121 (aware we may need to request up to 8,000 sq.ft for dietary, meds, etc)
- o Medicine Care Pharmacy, 1685 E. Main St. #103, El Cajon CA 92021, 619-401-7077
- o SDPD PERT & Runaway 619-531-2000
- o Food suppliers:
 - o US Foods: 1201 Park Center Drive, Vista, CA 92081, Michael Ybarra 702-882-2597
 - o Sysco: 12180 Kirkham Rd, Poway, CA 92064, Rich Hernandez, 442-544-1158 o Individual Food Service: 5496 Lindberg Lane, Bell, CA 90201, Nicholas Gable, 323-981-2800
 - o Newport Meat: 16691 Hale Ave, Irvine, CA 92606, Joe Manganeli, 949-392-9964

SITE LOGISTICS @ YMCA

EMERGENCY OPERATIONS CENTER · Set up in Multipurpose room o Radio charger o Staff personal belonging o Van backpacks o Evacuation bins
 RECREATION ACTIVITIES · Store Recreation bin on patio. · Use soccer arena, park, the open grass area, and the gazebos. · Use the Community room after the paid program schedules are over. YOUTH SLEEPING AREA · In Studio 4 and grouped by cottage. · Create spaces for each cottage and an additional area for de-escalation/sensory space. DIETARY · On patio next to Studio 4 for equipment storage and food preparation. · Youth and staff will eat outside on playing field, if weather permits. NURSING (Med cart, PHI) · In Break Room, retrieve code from YMCA staff

SITE LOGISTICS @ CANYON VIEW CHURCH

? Fellowship room is next to the auditorium, approx. 900 sq. feet. ? Classrooms – small x4, upstairs x5 ? Showers – 2 in each men & women

LEADERSHIP ROLES & DECIDING TO EVACUATE (preparation for 72 hours away from campus)

Emergency Operations Center (EOC) Lead: (EOC Lead will be CEO. If CEO unavailable, EOC Lead will be VP Clinical Operations. If neither are available, most senior Sr. Leadership on grounds will take on role).

1. Emergency Operations Center (EOC) location to be determined by EOC Lead.
 - a. Communicate location to Senior Leadership.
2. Get walkie talkie and Evacuation Backpack for EOC.
 - a. Instruct evacuation team to use radio channel 4 for logistics extended conversations about the disaster and evacuation preparations. All other staff remain on their designated channels (Childrens = 3, Clark = 2, Academy = 6, IOP = 1)
 - i. Leads to pass on information to their program/department.
 - b. Decision to evacuate the Residential Program and/or Linda Vista Campus is to be made by the CEO, VP of Clinical Operations or Residential Director (in that order). In the case of an emergency and no senior leadership member is available either on site or by phone, the next senior manager available shall be the designee.
 - i. Provide timeline of how quickly the evacuation needs to occur.
 - c. Unless it is a life-or-death situation, staff should defer to a Senior Leadership member or Designee for the decision to evacuate.
3. Identify Communication Lead (should be Senior Leadership).
4. If evacuation is considered, identify a Residential Incident Commander immediately.
 - a. Residential IC will be Residential Director or a Senior residential staff. If these staff members are not available, the next available senior manager or designee shall take this role.
5. Maintain continual communication with Communications Lead and Residential IC to ensure awareness of evacuation preparation, problem solve and provide direction as needed.
6. Determine if equipment needs to be rented (e.g. generator or SAT phone).
7. Identify security or safety needs, if any, to ensure safety of youth served (ex. Staff to monitor gate).

At the evacuation site:

8. Oversee set-up of areas for:
 - a. Command Center & Nursing
 - b. Youth housing & sensory area
 - c. Dietary
 - d. Area(s) for rec activities
9. Evaluate resources: will additional supplies be needed? Where can they be obtained? Will outside/emergency support be needed to obtain them?
10. Identify security or safety needs to ensure safety of youth served (ex. Staff to monitor entry/exit to evacuation area).
11. Check-in with designees on the progress of notifications.

12. Consider: emotional support for youth and staff; getting Academy/IOP/PHP youth home; when to return to campus or long-term plans if unable to return.

If unable to evacuate (due to road closures, etc.):

1. Immediately contact the Red Cross or other county emergency response organizations, to report our situation and ask for support.
2. Have Facilities Lead ascertain if buildings are habitable and explore alternatives if buildings are uninhabitable (such as Kearny Mesa Rec Center or Mesa College, which are within walking distance).
3. Have Dietary and Nursing Leads ascertain if food, water and emergency medical supplies are accessible and provide this information to Red Cross.
4. Residential and Campus ICs will instruct Evacuation Leads to continue with any evacuation preparation steps which can still be taken safely (ex. contacting parents/caretakers, etc.).

Communications Lead: (Preferable Senior Leadership)

1. Get walkie talkie (Channel 4) and second EOC Evacuation Backpack (in Marston conference room).
2. Coordinate closely with EOC Lead in all areas.
3. Identify if Teams/Zoom link would be useful for communication, especially for offsite managers and set up/send out link if needed.
4. If evacuation is considered, identify a Campus Incident Commander immediately.
 - a. Campus IC should be Senior Leadership. If no Senior Leadership available, the most senior leader on campus should take this role.
 - b. Ensure that the evacuation location is communicated to everyone.
5. Communicate status to off grounds programs and consider impacts of the emergency on them (traffic, appointments in the area, staffing, etc).
6. ALL Senior Leadership available should report to EOC to provide support. Notify them of EOC location, who EOC Lead, Residential and Campus ICs are and instruct them to bring laptops, cell phones, chargers, and work and car keys.
7. Notify Evacuation site of need to evacuate. If going to YMCA, ask to speak with the Member Service Representative.
8. Identify, communicate with and deploy administrative staff on campus to assist where needed.
 - a. When sending admin staff home, have them take what they will need to work remotely for 3 days.
9. Determine what announcement (if any) should be sent to other campus programs, campus administrative staff and community programs and the method (e.g. Emergency Phone Tree, notify Program Managers, use ShoreTel broadcast extensions).
10. Coordinate with IT Lead to update Main Line Voice Message or forward calls to cell phone, as indicated.
11. Determine any on-campus signage or communication that needs to be completed and consider if a staff member(s) should remain behind to direct emergency personnel (ex. fire department). NOTE: Knox Boxes are available for campus access for emergency response personnel ; updated annually by fire department.
12. Ensure a plan is in place with the Academy, and other programs/departments if indicated, for all notifications and communications that need to be made to caregivers, school districts, psychiatrists, vendors, etc.
13. Periodically pass information learned about the disaster to staff, either via radio, email or person-to-person. They will have a great "need to know".
14. If evacuation procedures are no longer indicated/needed, ensure that an "All Clear" message is sent to everyone, including the off site programs.

At the evacuation site:

1. Ensure ongoing communication with programs not evacuated, coordinating messaging with EOC Lead.

Community Programs Notes

Campus Incident Commander: (Typically Senior Leadership or most senior manager available)

1. Gather leaders from non-residential campus programs and departments (WrapWorks, IOP/PHP, IFS/ECM, facilities, HR, finance) in a central location to inform of the disaster and assign lead roles. Cell phones, desk phones or Teams/Zoom can be used if time does not permit face-to-face communication.
2. Assign Evacuation Sweeper, Facilities, Academy, IOP/PHP Lead Roles and provide red vests if available.
3. Instruct staff to keep their cell phones, chargers, work and car keys with them.
4. Instruct staff to remain at SDCC or at their Program until enough information is gathered concerning road conditions, etc. and the disaster at hand is manageable.
5. Coordinate with Residential IC re: whether to bring residential youth back from Academy or not.
6. Instruct Leads to use Channel 4 for communication and to pass information onto their program/departments.
7. Check in with Leads periodically for status updates.

Evacuation:

1. Coordinate with Communications Lead re: campus safety/security needs and non-residential staff available for support.

At evacuation site/After evacuation:

1. Coordinate with Communications Lead re: staffing needs at evacuation site.
2. Coordinate with direct service program directors/managers re:
 - a. Whether, and how, to continue services.
 - b. Messaging to families/clients.
 - c. Messaging to staff.

Campus Incident Commander Lead Evacuation Role Assignments:

Sweeper: _____

IOP/PHP Lead: _____

Facilities Lead: _____

Academy Lead: _____

IT Lead: _____

Campus Program/Department Notes (staff availability, etc.)

Academy

Evacuation Roles Overview

EOC (Emergency Operations Center) Lead (CEO, VP Clinical Operations or Residential Director) Oversees entire evacuation and handles higher level tasks such as monitoring news ® Communications Lead (Senior Staff) Assist EOC lead with external communication needs such as contacting evacuation site, Red Cross and communicating with off-site locations

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Residential Incident Commander (High Level Residential Staff) Takes lead on assigning duties and direct supervision of residential evacuation Campus

Incident Commander (Sr Staff) Takes lead on non-residential campus evacuation activities

????????

Residential Lead Staffing Lead Clinical Lead Dietary Lead Nursing Lead Sweeper Facilities Lead Academy Lead & IOP/PHP Lead IT Lead

Evacuation

Prepara-

tion Oversees preparation of kids and staff to evacuate Plans staffing /contacts staff; prepares vans Communication with families and agency reps; get Nursing Pass Binder from nursing; provide support in cottages Prepare food, water and equipment for evacuation Prep meds and 1st aid supplies for evacuation; coordinate injury treatment if needed Evacuate administrative staff to EOC for assigned duties; report building damage /hazards to EOC Assess campus for damage or hazards; mitigate hazards of able Communication with parents and districts re: student pick up Power down systems properly; prepare mini hot spot equipment for transport; update outgoing phone message

Actual

Evacuation Roll call during evacuation and upon arrival at evac site Assign cottages to vans Provide clinical support during transport Transport of food, water and equipment Transport of meds and 1st aid supplies "Sweep" and secure cottages and admin buildings; post Cleared/Do not enter notices Assist with packing and loading of supplies Oversee walk to evacuation site Transport hot spot equipment; forward main phone(s) to Gate Phone

At

Evacuation

Site Ensure staffing sufficient for next 3 days; report to Residential IC for duty assignment Set up kitchen area Set up nursing station Report to Campus IC for duty assignment If possible, ensure program staff able to supervise your youth; Report to Campus IC for further duty assignment Set up mini hot sp

Academy Lead: This should be the Principal. If the Principal is unavailable, most senior staff will take the lead.

1. Coordinate all actions with EOC Lead/Campus Incident Commander.
2. If Facilities staff are unavailable, assess buildings for damage or hazards, mitigate hazards if possible, and report significant damage or hazards to Campus Incident Commander (IC).
3. Immediately report significant injuries and unaccounted for students/staff to the Campus IC or EOC Lead.
4. If Facilities staff unavailable, assign staff to assess buildings for damage or hazards, mitigate hazards if possible, and report significant damage or hazards to EOC Lead/Incident Commander.
5. Identify location for Academy Command Center.
6. Assign Lead evacuation roles (see below).
7. Instruct staff where to assemble for evacuation (mall or pavilion).
8. Ensure teachers have accurate roster of students in their class.
9. Identify evacuation and student pick up location(s).
10. Coordinate with EOC Lead/Campus IC regarding sending residential students to their cottages.
11. Coordinate with EOC Lead/Campus IC regarding any students who will need to evacuate with residential youth and Academy staff who are available to assist with residential evacuation.
12. Assign staff to communicate with families, and in consultation with Campus Incident Commander, determine when and what information will be given.
13. Contact districts regarding their plans to provide transportation to students.
14. Identify which youth can be picked up by parents/caregivers and who must wait for district transport. Coordinate pick-ups as quickly as possible.
15. Determine which staff can stay to help and who needs to leave due to disaster.
16. All available support staff should be assigned to classrooms to provide support and calm to students.

Evacuation: The goal is to get students picked up and to their caregivers as quickly as possible.

1. Inform districts and families of evacuation location for student pick up.
2. Organize students by classroom to walk to evacuation site in orderly fashion.
3. Instruct staff to occupy students with activities during wait. (See Quick Activities list)

4. Coordinate with Campus IC regarding any students who will need to evacuate with residential youth and Academy staff who are available to assist with residential evacuation.

5. For Academy students who evacuate with residential, ensure roll call completed before evacuation and after arrival at evacuation site.

6. If possible, have Academy staff provide supervision for Academy students during and after evacuation.

At evacuation site:

1. If possible, have Academy staff provide supervision for Academy students at evacuation site.

2. Report to Campus IC for duty assignments.

Academy Evacuation Assignments:

Teacher Lead: _____ BAA Lead: _____ Therapist Lead: _____ Behavioral

Support Staff Lead: _____ Admin Lead: _____ DIS Lead: _____

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D. Other SARC information

The information in this section is required to be in the SARC but is not included in the state priorities for LCFF.

Average Class Size and Class Size Distribution (Elementary) (School Year 2022–23)

Elementary classes at SDCC Academy will not exceed 12 students. We try to keep the elementary classes to a maximum of 10 students. Students are supported in class by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	0.00	1	0	0
1	2.00	1	0	0
2	2.00	1	0	0
3	4.00	1	0	0
4	4.00	1	0	0
5	4.00	1	0	0
6	9.00	1	0	0
Other**	6.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2023–24)

Elementary classes at SDCC Academy will not exceed 12 students. We try to keep the elementary classes to a maximum of 10 students. Students are supported in class by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	5.00	1	0	0
1	5.00	1	0	0
2	5.00	1	0	0
3	6.00	1	0	0
4	6.00	1	0	0
5	6.00	1	0	0
6	8.00	1	0	0
Other**	0.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Elementary) (School Year 2024–25)

Elementary classes at SDCC Academy will not exceed 12 students. We try to keep the elementary classes to a maximum of 10 students. Students are supported in class by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Grade Level	Average Class Size	Number of Classes* 1-20	Number of Classes* 21-32	Number of Classes* 33+
K	7.00	1	0	0
1	7.00	1	0	0
2	7.00	1	0	0
3	7.00	1	0	0
4	9.00	1	0	0
5	9.00	1	0	0
6	8.00	1	0	0
Other**	9.00	1	0	0

* Number of classes indicates how many classes fall into each size category (a range of total students per class).

** "Other" category is for multi-grade level classes.

Average Class Size and Class Size Distribution (Secondary) (School Year 2022–23)

Middle school classes at SDCC Academy will not exceed 12 students.

High school classes at SDCC Academy will not exceed 14 students.

Students are supported in secondary classes by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	7.00	7	0	0
Mathematics	7.00	4	0	0
Science	6.00	6	0	0
Social Science	8.00	5	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2023–24)

Middle school classes at SDCC Academy will not exceed 12 students.

High school classes at SDCC Academy will not exceed 14 students.

Students are supported in secondary classes by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	10.00	4	0	0
Mathematics	10.00	4	0	0
Science	7.00	4	0	0
Social Science	6.00	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Average Class Size and Class Size Distribution (Secondary) (School Year 2024–25)

Middle school classes at SDCC Academy will not exceed 12 students.

High school classes at SDCC Academy will not exceed 14 students.

Students are supported in secondary classes by an Education Specialist Teacher, M/M and at least one Behavioral Academic Aide.

Subject	Average Class Size	Number of Classes* 1-22	Number of Classes* 23-32	Number of Classes* 33+
English Language Arts	8.00	4	0	0
Mathematics	6.00	4	0	0
Science	8.00	4	0	0
Social Science	7.00	4	0	0

* Number of classes indicates how many classrooms fall into each size category (a range of total students per classroom). At the secondary school level, this information is reported by subject area rather than grade level.

Ratio of Pupils to Academic Counselor (School Year 2024–25)

There were 3 licensed DIS Counselors:

1 ACSW

1 LCSW

1 APCC

Title	Ratio
Pupils to Academic Counselor*	9

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

Student Support Services Staff (School Year 2024–25)

In 2024-25 SDCC Academy had the following full-time staff:

1 Principal, LMFT

7 Ed Specialist Teachers, M/M

3 DIS Counselors: Licensed with: ACSW; LCSW; APCC

1 Occupational Therapist, OTR

1 Speech Language Pathologist, LSD

1 Behaviorist

1 Transitions Coordinator

21 Behavioral Academic Aides

1 Lead Professional Development & SPA Trainer

1 Registrar & CAASPP Test Coordinator

3 Support staff

Title	Number of FTE* Assigned to School
Counselor (Academic, Social/Behavioral or Career Development)	3.00
Library Media Teacher (Librarian)	0.00
Library Media Services Staff (Paraprofessional)	1.00
Psychologist	0.00
Social Worker	0.00
Nurse	0.00
Speech/Language/Hearing Specialist	1.00
Resource Specialist (non-teaching)	0.00
Other**	36.00

* One full-time equivalent (FTE) equals one staff member working full-time; one FTE could also represent two staff members who each work 50 percent of full-time.

** "Other" category is for all other student support services staff positions not listed.

Expenditures Per Pupil and School Site Teacher Salaries (Fiscal Year 2023–24)

Level	Total Expenditures Per Pupil	Expenditures Per Pupil (Restricted)	Expenditures Per Pupil (Unrestricted)	Average Teacher Salary
School Site	\$6951.85	\$0.00	\$6951.85	\$69518.50
District	N/A	N/A	--	\$104898.00
Percent Difference – School Site and District	N/A	N/A		
State	N/A	N/A	\$11146.18	\$100333.00
Percent Difference – School Site and State	N/A	N/A		

Note: Cells with N/A values do not require data.

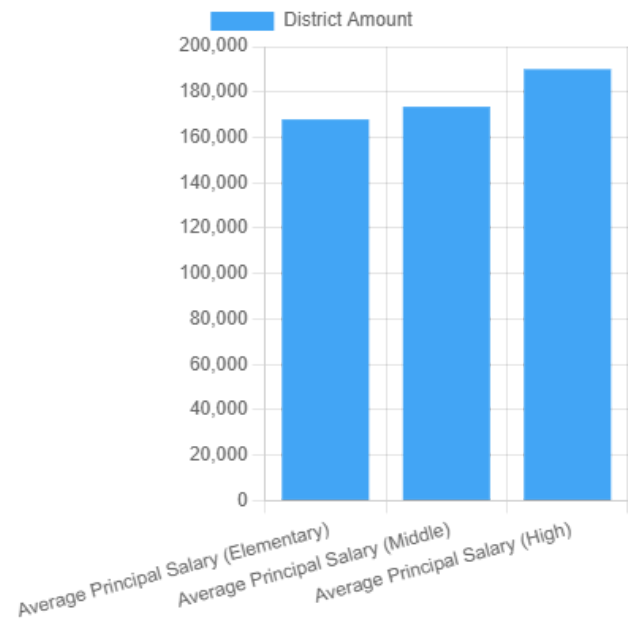
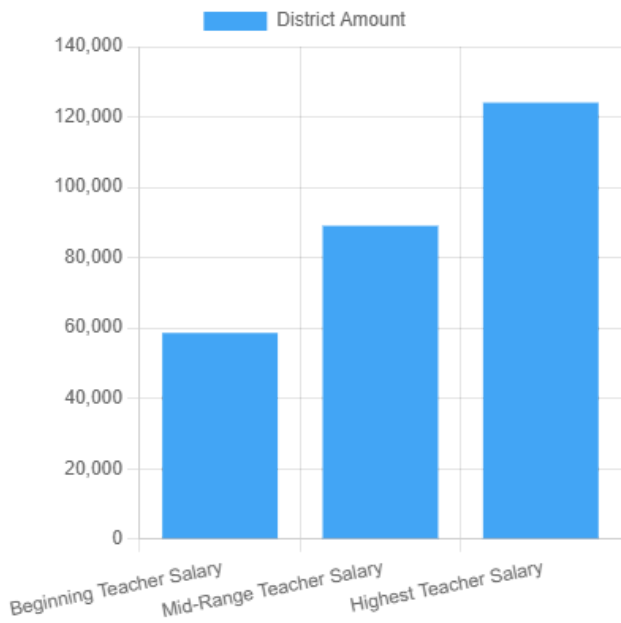
Types of Services Funded (Fiscal Year 2024–25)

<p>Services to students include:</p> <p>Salary/Benefits for all faculty:</p> <p>Full Time faculty.</p> <p>9 Ed Specialist Teachers</p> <p>1 Reading Specialist</p> <p>3 DIS Counselors</p> <p>1 Therapeutic Training Manager</p> <p>1 SLP</p> <p>1 OT</p> <p>1 Behaviorist</p> <p>3 Transitions Coordinator and Aides</p> <p>1 Training Supervisor</p> <p>26 Behavior Academic Aides</p> <p>3 Administrative staff (Principal, Operations Manager, Admin. Manager)</p> <p>1 Registrar</p> <p>Operating Costs:</p> <p>Facility cleaning contractor services</p> <p>Building and grounds maintenance</p> <p>Transportation van maintenance</p> <p>Staff Professional Development</p> <p>Insurance</p> <p>Licensing/Certification</p> <p>WASC fees</p> <p>Instructional Materials and online program licenses</p> <p>Dietary</p> <p>Activities</p> <p>Student incentives</p> <p>Sensory tools & equipment</p> <p>Sports equipment</p> <p>Musical Instruments</p> <p>Chromebooks for each student</p> <p>Computers</p> <p>Printers</p> <p>Furniture</p> <p>Class supplies</p>

Teacher and Administrative Salaries (Fiscal Year 2023–24)

Category	District Amount	State Average For Districts In Same Category
Beginning Teacher Salary	\$58609.00	\$60862.67
Mid-Range Teacher Salary	\$89057.00	\$93575.04
Highest Teacher Salary	\$124050.00	\$125548.29
Average Principal Salary (Elementary)	\$167903.00	\$157644.72
Average Principal Salary (Middle)	\$173464.00	\$165340.66
Average Principal Salary (High)	\$190021.00	\$182579.89
Superintendent Salary	\$433125.00	\$357064.20
Percent of Budget for Teacher Salaries		
Percent of Budget for Administrative Salaries		

For detailed information on salaries, see the CDE Certificated Salaries & Benefits web page at <https://www.cde.ca.gov/ds/fd/cs/>.



Advanced Placement (AP) Courses (School Year 2024–25)

Percent of Students in AP Courses 0 %

Subject	Number of AP Courses Offered*
Computer Science	0
English	0
Fine and Performing Arts	0
Foreign Language	0
Mathematics	0
Science	0
Social Science	0
Total AP Courses Offered*	0

* Where there are student course enrollments of at least one student.

Professional Development

During the 2025-25 school year there are full days of mandatory Professional Development scheduled on 8/6/25, 8/7/25, 8/8/25, 10/13/25, 3/9/26, and 5/29/26.

There are also 1-2 hour trainings bi-weekly. All of the professional development hours are mandatory for all Academy staff.

- **Safe & Positive Approaches for Preventing and Responding to Crisis (SPA):**

SPA training is mandatory for all newly hired SDCC staff within the first 30 day of their hire date and at least annually thereafter.

SDCC Positive Behavioral Professional Development required annually at SDCC In addition to (SPA training) Safe and Positive Approaches.

Intervention Training: New hire and annual.

- Intervention training reviews how acute, chronic, and complex trauma can impact child development and behavior. Training reviews the common functions behind and unmet needs that perpetuate high risk behaviors. The remainder of training focuses on specific, trauma informed, strength driven skills that caregivers/staff can utilize in the treatment and learning process. Self-care and vicarious trauma are also reviewed.

Risk Assessment Training: New hire and annual.

- Reviews homicide, suicide, self-harm, and environmental risk assessment for youth. Staff learn the QPR method for intervention as well as mandated reporting, Tarasoff and other requirements to keep youth, staff, classrooms, and community safe.

Diagnoses Seminar: New hire and annual. Monthly seminars as indicated.

- Reviewing the most common diagnoses found at the Academy and Residential programs including Autism Spectrum Disorder, Psychosis, Depression, Mood Disorders, and Neurodevelopmental Disorders. Review of symptoms, needs, and behavioral interventions occur along with role play and case scenarios.

Positive Discipline Training: Annual

- This training equips caregivers and educators with skills including but not limited to; encouragement, problem-solving, and fostering intrinsic motivation rather than relying on punishment or rewards. Core practices include understanding the root causes of behavior, teaching self-regulation, and building strong connections through empathy and mutual respect. In school-based settings, Positive Discipline promotes class meetings, collaborative decision-making, and creating environments where students feel a sense of belonging and significance.

In addition to the behavioral trainings above, the following trainings are mandatory for all sDCC staff at new hire and at least annually:

CPR, First Aid, AED

Trauma Informed Care

IDEA Introductory Trainings

Active Shooter

Workplace Violence Online Training

Discrimination and Harassment

False Claims Act Information

SDCC Infection Prevention and Control Plan

Injury & Illness Prevention
Mandated Reporter
Privacy and Security
Professional Boundaries
Rights of individuals Served
SDCC Emergency Management Plan
Workplace Safety
New Hire Orientation
Code of Conduct
?

Kristen Corkum, LPCC

Manager of Training and Quality Practice

Measure	2023-24	2024-25	2025-26
Number of school days dedicated to Staff Development and Continuous Improvement	6	5	7